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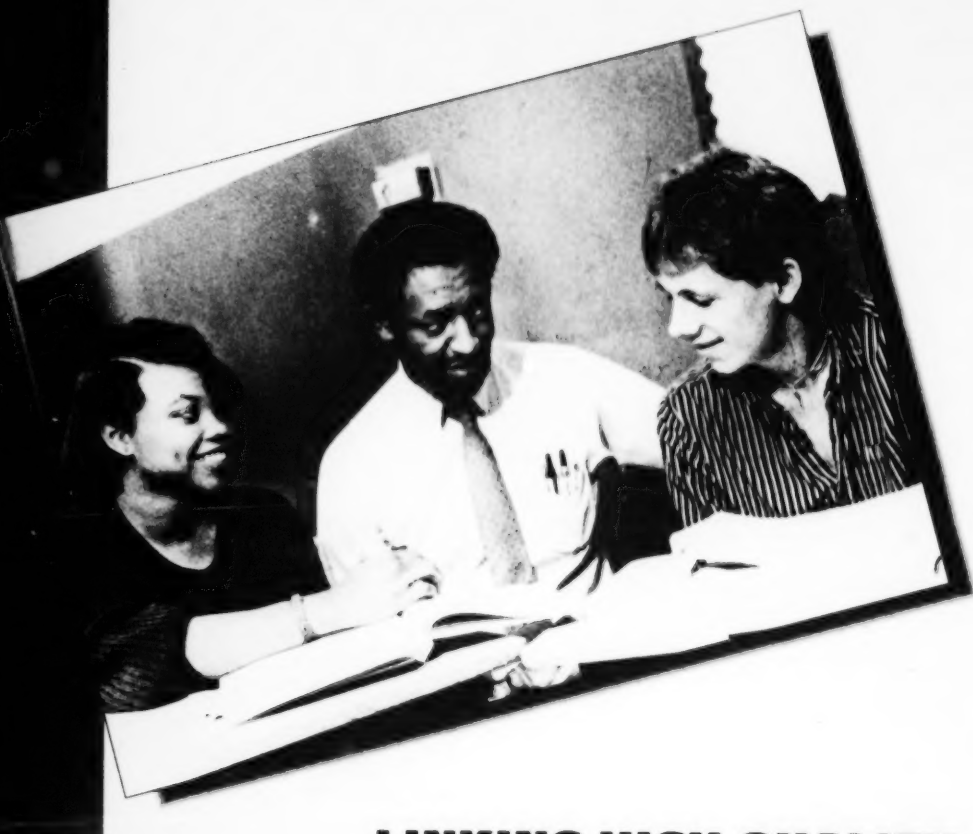
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ABSTRACT

This report documents a consultation held by BellSouth Foundation that examined new routes to the teaching profession, and the changing and emerging philanthropic role in stimulating potential teachers to embark upon nontraditional paths to the profession. Participants included state education officials, foundation officers, public school teachers and administrators, faculty from teacher training institutions, and representatives from certification agencies and nonprofit organizations. As background to the consultation, a commissioned study of alternative teacher education programs, titled "An Examination of Programs Enhancing Teacher Supply and Quality through Non-Traditional Routes" by Bruce Goldberg, was reviewed. Based on that paper, it was determined that programs to improve teaching must be tied to strategies that will promote fundamental education reform. The consultation encouraged extensive dialogue reflecting on current approaches and effective approaches to teacher preparation and certification and effective philanthropic approaches in this area. From the consultation, the BellSouth Foundation was encouraged to rethink the basis for education reform; empower grantees to challenge policy; promote more collaboration and more partnerships focused on change; combat the isolation that teachers feel from one another, from their students, and from the best thinking about education reform; and understand the tyranny that time constraints exercise over the ability to teach well. A list of consultation participants is appended. (JDD)

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LINKING HIGH QUALITY TEACHER PREPARATION TO FUNDAMENTAL SCHOOL REFORM:

THE PHILANTHROPIC ROLE

A Report on a Consultation Sponsored
by the BellSouth Foundation

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*April 21, 1993
Memphis, Tennessee*

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INTRODUCTION

Linking High-Quality Teacher Preparation to Fundamental School Reform: The Philanthropic Role reports on a consultation the BellSouth Foundation sponsored in the Spring of 1993. The consultation was part of an exploration by the Foundation of new routes to teaching and the philanthropic role in stimulating potential teachers to embark upon non-traditional paths to the profession.

Prior to the consultation, the Foundation commissioned a study of programs funded by BellSouth (and, in a few cases, others), which sought alternatives to traditional teacher education as entry points to teaching. We wanted to know if private sector support for such programs was creating fundamental change in approaches to both teacher preparation and to certification policy. The study's findings reinforced conclusions that we had drawn from our own observations: a substantial majority of the programs that were studied did not seek fundamental change in institutional approaches to teacher training. Rather, they sought to increase the number of people entering the profession by creating more convenient access, providing financial support, and offering motivation to minority students and mid-career adults to enter the profession. These programs were useful and, in many respects, positive, but they were not true alternatives to traditional programs. As far as the study could determine, these programs, for the most part, followed traditional approaches and prepared new teachers in much the same way that members of the existing teaching force were prepared when they were novices.

Most importantly, we learned that reform of teacher training and education can only take place in the context of a total commitment to the reform and restructuring of schools.

We invited a diverse group of individuals interested in teacher preparation to discuss and react to the study's findings, to reflect on current approaches to teacher preparation and certification, and to increase understanding in the philanthropic community about effective approaches to teacher preparation and certification. We designed a format for the consultation that would, we hoped, encourage extensive dialogue among participants and test their perceptions against the reality that those who both produce and employ teachers face every day. In this

way, we hoped to learn more about what constitutes effective philanthropic approaches to training and certifying effective teachers for tomorrow's schools.

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We learned a good deal. Most importantly, we learned that reform of teacher training and education can only take place in the context of a total commitment to the reform and restructuring of schools. We learned also that effective training must prepare teachers to respond to the diverse needs of each child. Such a response necessitates enabling teachers to make decisions about how classrooms employ time and space, how children are approached, what instructional materials are used, and how staff are organized. Without a commitment to fundamental school reform, any efforts to change teacher preparation are doomed to certain failure.

Our consultation revealed considerable frustration with current teacher education programs. One cannot learn to be a teacher in a vacuum and learning to be an effective teacher can only take place "where teaching is done." Reformed schools themselves must, therefore, be laboratories for improving teacher education.

Participants in the consultation provided us with a good deal to ponder. A number of themes that were present throughout the consultation bear directly on philanthropic approaches to teaching. The BellSouth Foundation was encouraged to help rethink the basis for education reform; to empower grantees to challenge policy; to promote more collaboration and more partnerships focused on change; to combat the isolation that teachers feel from one another, from their students and from the best thinking about education reform; to learn more about what happens in schools; and, finally, to understand the tyranny that time constraints exercise over the ability to teach well. We also heard a number of specific suggestions about approaches the Foundation and others might support to promote more effective teaching and teachers in the context of reformed education.

Our experience over the last few years led us to expect that we would hear more at the consultation about certain subjects to which we have devoted substantial effort but which did not seem to engage the ongoing

attention of participants. There was less discussion than we expected about the connection between systemic change and the need for programs to engage policymakers. Similarly, we did not hear a great deal about the issue of the supply and quality of minority teachers, nor did we hear enough about gender issues in teaching – the preponderance of women in the profession has not resulted in a commensurate role for them in educational leadership. We were, however, particularly pleased about participants' emphasis on engaging teachers in decision-making, and ensuring that they have diverse experiences and are exposed to opportunities to develop the leadership skills necessary for success in a reformed and restructured educational system.

What we heard at the consultation led us to renew our own commitment to continue to provide risk capital for experimentation in education reform.

What we heard at the consultation led us to renew our own commitment to continue to provide risk capital for experimentation in education reform. We continue to learn more about connecting our work to other efforts – notably in the public sector – to change educational institutions and make them more effective for children. Our resources, and those of other foundations and corporations concerned about improving education, can help policymakers, practitioners, and the community to make informed decisions about how best to induce needed change.

All of us at the BellSouth Foundation greatly appreciate the insights that participants brought to the consultation and the frankness with which they expressed their views. We hope that this report will help them and others interested in producing more effective teachers for improved schools.

Patricia L. Willis
October, 1993

BACKGROUND

On April 21, 1993, the BellSouth Foundation sponsored a consultation that examined new routes to the teaching profession and considered the changing and emerging philanthropic role in stimulating nontraditional paths to teaching. Participants included state education officials, foundation officers, public school teachers and administrators, faculty from teacher training institutions, and representatives from certification agencies and from several non-profit organizations dedicated to identifying and recruiting potential teachers and to ensuring that their initial experiences in the classroom motivate them to remain in the profession.

The Foundation's interest in teaching is a central part of its continuing commitment to fundamental school reform. Effective school reform, although it draws on many segments of society – business, philanthropy, schools of education, non-profit organizations – is an endeavor which, for the most part, falls within the province of the public sector. While the South has provided both leadership to and impetus for the current wave of education reform efforts in the region, a number of factors now act to constrain governmental efforts to continue the reform agenda. As a result, private initiatives to bring about basic changes in the training, recruitment, and working conditions of prospective teachers are increasingly important. In order to succeed, however, these initiatives must be closely connected to comprehensive strategies to provoke continued education reform.

The Foundation's commitment to supporting programs linked to education reform is detailed in a 1990 document entitled *Fulfilling Reform's Promise: the Need to Expand the Vision of Education in the South*. In arriving at the strategies that informed *Fulfilling Reform's Promise*, the Foundation drew upon the advice of task forces of experts in six areas. The Foundation's task force on teaching observed that:

Teachers are the essential ingredient in any recipe for school reform. Ultimately, every school improvement strategy involves a change in the nature and quality of the interaction between students and teachers. When we improve teaching, we foster successful students and successful schools. (Improving Teaching in the South, a Task Force Report to the BellSouth Foundation, March, 1991)

Over the years, the BellSouth Foundation has devoted substantial resources to support innovative programs that explore nontraditional routes to teaching and focus on various aspects of the teaching pipeline. These include curriculum reform efforts, experimentation by faculty in teacher education programs, initiatives that facilitate new forms of certification, innovative programs in the public schools, and comprehensive consortial efforts to encourage the development of minority teachers.

The Foundation's commitment to developing new approaches to the preparation, recruitment, and retention of high-quality teachers has been, from the outset, long-term. The programs it has funded – both individually and in the aggregate – have demonstrated potential to contribute substantially to current knowledge about what is required to enhance the supply and quality of teachers in the South. They also provide the opportunity to reflect on the philanthropic role in training, recruiting, and retaining high quality teachers, and the relationship between these efforts and public initiatives – federal, state, and local – to improve teaching and learning in the region's public schools.

The Foundation's interest in teaching is a central part of its continuing commitment to fundamental school reform.

In mid-1992, in the light of what it was learning from its own programs and those funded by other private sources, the Foundation deemed it appropriate to review aspects of its work in teacher preparation to reach a greater understanding of what now constitute effective methods of staffing the region's public schools with committed, high-quality teachers.

As a first step in this exploration, the Foundation asked Dr. Bruce Goldberg of Bolt, Beranek and Newman to prepare a paper entitled: *An Examination of Programs Enhancing Teacher Supply and Quality Through Non-Traditional Routes*. The paper presented a number of conclusions regarding the impact of certain privately funded programs to improve teacher quality and supply. It was not commissioned, nor written, as an evaluation of the work of any of the Foundation's grantees. The Foundation saw it, rather, as a means to inform and stimulate discussion within the Foundation and between the Foundation and a variety of constituencies concerned about issues affecting teacher supply and quality.

The Foundation's internal dialogue around issues raised by the Goldberg paper led it to develop and articulate four operating principles regarding its investments in programs that seek to improve teaching and to en-

courage qualified persons to enter the profession by non-traditional routes. These are:

1. Programs to improve teaching must be tied to strategies that will promote fundamental education reform.
2. Teacher preparation, training and recruitment must be seen as related parts of a coherent whole.
3. The question of teacher supply should not be viewed as an isolated or fragmented issue, but must also be linked to education reform strategies.
4. A well-staffed school is one that utilizes diverse talents and reflects differences in individual teaching and learning styles.

These principles arose out of considerations of lessons learned from past grants, interaction with institutions involved in producing teachers, and reflections on both the philanthropic context for investing in programs to improve teaching and the policy context of the Foundation's work. The consultation was planned to enable the Foundation to elicit both discussion around these principles and contributions to a program that will be based on them.

The Foundation hosted the consultation to:

- Share the findings of Dr. Goldberg's study of BellSouth Foundation programs and other privately funded efforts that support recruitment, preparation, and professional programs for teachers and the impact of these efforts on current policies and programs in the South.
- Engage "producers" and "consumers" of teachers to react to the study's findings.
- Reflect on current approaches to preparing and certifying people for the profession, and consider the role of philanthropy in stimulating new pathways to teaching.
- Increase understanding in the philanthropic community of issues and opportunities related to effective approaches to staffing the region's public schools with committed, high-quality teachers.

FORMAT

Efforts at change must be grounded in the reality that teachers, students, and administrators face every day. Many attempts at reform have been generated without thorough knowledge of practitioner's needs or the obstacles they face as they try to develop creative responses to meet evolving needs. The consultation's format sought to reflect this reality. It gave a central role to a panel whose task was to provide "observations from the field." This panel – the superintendent of a large urban school district, the principal of a "reformed" high school in Georgia, the dean of a college of education which is currently undertaking substantial restructuring of its program and a director of the state division of teacher certification – began by defining needs from the perspective of those with day-to-day responsibility for producing, certifying, hiring, supervising and evaluating teachers. These frontline practitioners were asked to discuss what future teachers should be able to do and how they should be prepared to do it.

In addition to their presentations, the members of this panel also served as "interlocutors" throughout the consultation. They audited subsequent presentations closely and, drawing on their experience about what works, engaged other presenters in a detailed exploration of opinions, attitudes, perspectives, and beliefs about teacher supply and quality.

The second panel considered strategies to enable us to get the teachers we want and need. This panel looked at new approaches to teacher recruitment, training, certification, and retention for teachers. Presenters represented organizations that are pioneering in presenting new theories and innovative practices regarding the improvement and production of effective teachers for reformed schools.

The third panel was composed of funders with demonstrated commitment to improving teacher supply and quality. Panelists spoke to how their grantmaking programs were conceived, how they evolved, how their work engages others in the field, how they evaluate their work, and what, if any, changes are being contemplated in their approaches to education reform and teacher supply and quality.

The consultation thus began with a discussion about need, turned to a consideration of new theories and practices, and concluded with observations by funders. It also highlighted and expanded on the findings of Bruce Goldberg's paper.

WHAT WE HEARD

The Goldberg Paper

Dr. Goldberg's study had been circulated to all consultation participants prior to the meeting. In a luncheon session, Goldberg commented on the paper and answered participants' questions. Goldberg's study reviewed the work of nine privately-funded programs devoted to improving teacher supply and quality in the light of two overriding questions: Did these programs result in improved teaching and learning? Did they lead to further changes necessary to improve the education systems of which they are a part? (These systems are not limited to school districts; they are any institutions involved in recruiting, training or placing teachers, including schools of education.)

Goldberg found little or no lasting impact from most of the programs he surveyed. A major reason for this lack of long-term effect, he postulated, was the difficulty single programs have in connecting their work to the large systems they are attempting to change. Programmatic efforts are too often isolated from the systems they desire to affect.

Attempting to implement non-traditional routes to the profession inevitably leads to unexpected encounters with other rules, roles and relationships throughout the educational environment.

Goldberg looked at the teacher pipeline (the identification, recruitment, selection, training, and certification of teachers) and concluded that all parts of the pipeline are interrelated. Desired results are often not forthcoming when programs treat these connected parts of the pipeline as if they were independent of each other.

However, the various parts of the pipeline, while interrelated, are not coherently organized – the pipeline does not flow smoothly or consistently. Attempting to implement non-traditional routes to the profession inevitably leads to unexpected encounters with other rules, roles, and relationships throughout the educational environment. Therefore, when programs do target part of the pipeline, they are more likely to be successful if they are supported by local, state, and national policies. The presence of these policies is critical to bringing about the systemic change that is a requirement for enhancing the supply and quality of the

teaching force. In order to be successful, programs must be flexible and closely connected to policy. These characteristics do not define the programs of many public sector institutions or non-profit organizations.

Incentives that are financial, that improve working conditions, or change school governance policies, all give teachers more control over their classrooms and, ultimately, over their lives.

Goldberg also stated that because the whole area of nontraditional routes to the profession lacks clear and agreed-upon criteria for measuring success, each and all of the programs he studied can lay claim to having been "successful." Yet, he argued, more careful research and substantive agreement on what constitutes superior teaching and learning are prerequisites for assigning definitions of success that ultimately mean anything.

Goldberg concluded that there was "little evidence to support the proposition that the funding of the BellSouth programs has led to changes in organizational practice or institutionalized change." In the programs he scrutinized, he found that rather than being replicated, the programs tended to become assimilated by larger and more comprehensive efforts. He asserted that only a few of the programs he looked at had much influence on the work of other organizations. Their effect on public policy was similarly limited.

Goldberg made three suggestions about how philanthropy can help to promote non-traditional routes to the profession. First, it can create *models* that encompass each stage of the pipeline in a coherent whole. These models might engender collaboration between policymakers and program operators concerned about establishing new standards for teaching and learning. Second, it can help provide *incentives* that will create a "market for quality" among the producers and consumers of teachers. Finally, philanthropy should seek to *fund new kinds of institutions* that are committed to embracing missions that transcend the historical and political factors that inhibit change.

In his presentation at the consultation, Goldberg expanded on the report. He stressed his belief that there is little that a non-profit organization, working alone, can do that will lead, in a lasting way, to real policy change. He continued to emphasize the importance of incentives as a major component of education reform initiatives and suggested that incentives that are financial, that improve working conditions or change

school governance practices, all give teachers more control over their classrooms and, ultimately, over their careers.

Incentives promote changing and expanded roles for teachers and give them more time to innovate, thus empowering them to do more than just basic classroom duty. Philanthropy may be a good source for these incentives. Goldberg urged participants to adopt and promote an expanded vision of teaching and learning and to seek out foundation help in facilitating public understanding of this new vision.

Observations from the Field

Two of the important needs stressed by Goldberg – to connect well thought out reforms in approaches to teaching with other efforts at systemic change in education and to link the various parts of the teaching pipeline to one another – were emphasized by the first panel. Gerry House, Superintendent of Schools in Memphis, TN, highlighted this connection by stating that the needs of teachers flow from the needs of students. Since students must learn to question, work together, and actively seek information, teachers themselves must be able to question, work together, and actively seek information. Yet teachers must also have more advanced skills. They must be reflective, analytical, and enquiring. In order to enable students to interact with each other and with society as a whole, rote learning will no longer suffice; teachers consequently must possess skills that go beyond simply “telling.”

Education reform is a dynamic; there is a flow between what happens in schools and what happens in teacher education; reform in schools is inextricably intertwined with reform in teacher education.

For House, education reform is a dynamic; there is a flow between what happens in schools and what happens in teacher education; reform in schools is inextricably intertwined with reform in teacher education.

Where are prospective teachers best able to learn these new and different skills? “Teaching must be learned where teaching is done,” said House, and her observation was echoed throughout the consultation. Schools themselves must be laboratories for improvement in teacher education. Effective learning, for teachers and students alike, must arise out of, and be continually connected to, higher and more clearly articulated expectations.

"These expectations must play out in restructured school settings," said Robert Cresswell, principal of Salem High School, a Georgia charter school. Charter schools in Georgia have blanket waivers from a number of state regulations so that they may have the freedom to create new and stimulating learning environments. This new breed of school requires a new breed of teacher, one connected to colleagues in more than casual ways, and one more aware of and more deeply involved in the lives of students. Teachers are now segregated by department and segmented by grade. This increases their isolation from each other and from their students. Cresswell suggested that a major barrier to changing these conditions is time. Teachers must be provided with more flexibility in working conditions so they will have more time to think, to plan, to communicate, and to learn.

Richard Wisniewski also highlighted the importance of connections. Wisniewski, Dean of the School of Education at the University of Tennessee, argued that to produce the best teachers, teacher education in universities must be integrated with the work of those in public schools who are struggling with current issues in school reform and restructuring. To do this effectively, we must demand more in-depth practical experience from students and faculty at teacher training institutions and insist on linking these institutions more and more to local schools.

Teachers must be provided with more flexibility in working conditions so they will have more time to think, to plan, to communicate, and to learn.

Wisniewski seconded House's notion that schools of teacher education must practice their own teachings. In order to produce teachers who can facilitate collaborative learning, teacher training institutions must ensure that prospective teachers themselves learn collaboratively.

Collaboration in producing new teachers should be a priority for schools of teacher education and local school systems. Wisniewski advanced the idea of a new induction process for first-year teachers. School systems, in active partnership with schools of education, can implement "internships" for the first year of teaching and cooperate in providing hands-on mentoring to the new teacher. This method of induction may itself be an alternate route to the profession, deserving certification. Collaboration of this kind, between hiring bodies and producing institutions, can lead to systemic change.

Some states are now experimenting with new relationships between producing and hiring institutions. Akeel Zaheer, director of the division of certification in Kentucky, described that state's one-year internship program. The internship involves collaboration in observing and evaluating the prospective teacher by a master teacher, principal, and teacher educator. Licensure is based on the prospective teacher's performance throughout the entire teacher preparation process, including the first year internship. Zaheer noted also that incentives for teachers are important and that perhaps the best incentive is one that provides teachers, both new and experienced, with more time to study and reflect.

Theorists and Practitioners

The first panel at the consultation provided perspectives formed by the experiences of those whose work gives them daily insights into the evolving and emerging needs of schools, school districts, prospective teachers, and the institutions that are currently most responsible for training them. Their presentations emphasized the importance of thinking about and doing things differently. The second panel consisted of individuals whose work exemplifies the significance and utility of diverse entry points to the profession. Their approaches assume that the overriding aim of all routes to the profession should be to produce effective, thoughtful practitioners who will be leaders in school systems which may be structured quite differently from current ones. The consultation focused on these new, or revised, approaches in the context of the reality-based observations provided by the first panel.

Teach for America seeks out bright, committed, recent college graduates who wish to teach, but have had little, or no, formal training in education. Since its inception, some four years ago, the organization has processed 12,000 applications and placed about 1800 teachers in schools throughout the country. Teach for America advocates and practices experientially-based learning for would-be teachers. It insists on more choice from beginning teachers about how they learn and how they are evaluated. This form of preparation models teachers as facilitators. Emphasis is placed on *how* individuals learn rather than *where* they learn. Teach for America graduates have had measurable impact on the schools and districts in which they are placed. The highly-publicized efforts of this and other programs that use nontraditional routes to the profession have spotlighted the reluctance of traditional teacher producing and certifying organizations to accept multi-pathway approaches to teaching.

Wendy Kopp, president of Teach for America, urged the consultation to look to local school districts as the locus for effective reform in teacher training. The districts have considerable autonomy. With autonomy and with enough support, districts could develop innovative approaches to teacher recruitment, training and ongoing professional development, and thereby avoid the current factory model of human resource development. Redefining schools and reordering teaching at the district level involves, for Kopp, developing a new vision of education and a new understanding of what schools can accomplish. This new vision is in itself a powerful recruiting tool for motivated persons wishing to teach.

Many of those concerned with developing new pathways to the profession insist that we must change the emphasis in certification from institutions to individuals.

Kopp advises school districts to initiate aggressive recruiting campaigns that highlight the new vision and the role of the teacher in meeting that vision. Recruitment and training should similarly be transformed, with teacher selection emphasizing such characteristics as commitment, creativity and communication skills. Like Dr. Goldberg and the members of the first panel, Kopp advocates new assessment mechanisms that will measure teacher performance in a manner that is congruent with the new vision of education. The local district, Kopp argues, should advocate with the state for alternative certification for teachers who meet its assessment standards.

The movement toward new standards is not confined to relatively new organizations like Teach for America. The National Council for Accreditation of Teacher Education (NCATE), now in its fortieth year, certifies teacher education institutions. Today, according to Mary Diez, a member of its board, NCATE certification standards themselves have evolved. A key feature of the new standards is a requirement that teacher education institutions demonstrate how they are connecting to the world of practice and offer proof of joint efforts with schools systems. It is a major change in approach and has had significant consequences – 40% of institutions applying for NCATE certification have failed to meet the new standards for accreditation in the first round.

Many of those concerned with developing new pathways to the profession insist that we change the emphasis in certification from institutions to individuals. The National Board for Professional Teaching Standards (NBTS) is working to establish a national certification program that involves changed and, arguably, more rigorous standards for teachers.

James Kelly, president of the national board, posits five categories of competence for nationally certified teachers. They are an ethical and technical commitment to student learning, command of subject matter and ability to teach all students, the ability to manage and monitor high-tech student learning, the ability to apply critical thinking to problem-solving, and the ability to work with professionals from other fields.

In addition to developing thorough and complex certification standards, NBTS is also developing new performance assessment measures weighted toward portfolios. These include peer evaluation of teachers. Kelly and the Board argue that the new certification standards for teachers must be developed in tandem with a new system of national *school* certification. This certification centers on such new standards as methods used by schools to retain teachers and to enable them to serve as leaders within a changed educational environment.

The panel also spoke to the need for teachers to connect with organizations and individuals which operate outside the schools, but which are critical to student success in school. Teachers must be able to engage social service providers and understand the role and functions of these programs and persons providing needed services to increasing numbers of students and their families.

Philanthropy

The BellSouth Foundation asked representatives from three philanthropies that have invested in programs to enhance the supply and quality of teachers to join it in reacting to the panel presentations and Dr. Goldberg's remarks. The consultation heard from Ellen Burbank of the Pew Charitable Trusts, a private foundation that makes grants nationally and is now concerned about such systemic issues as restructuring, teachers and teaching, and access to higher education for minorities; Anne Dowling from the Philip Morris Companies, whose charitable interests include support for teacher education institutions, retraining existing teachers, and increasing the number of minorities in teaching; and Valeria Lee from the Z. Smith Reynolds Foundation, which operates in North Carolina and is concerned about public/private collaborations to improve education, programs that enrich and strengthen the role of classroom teachers and advocacy for improved public education.

These funders, along with the BellSouth Foundation, presented an overview of their programs directed toward education reform, higher education, and, more specifically, teacher recruitment, training, certifi-

cation, professional development, and retention. The funders represented various forms of philanthropic activity – corporate, company-sponsored foundation, private foundation operating nationally, and a private foundation operating within a single state. Despite these differences in type, there were a number of substantive commonalities about how the funders approach the issues. Among them were:

- A movement away from project grants to investments which reach toward systemic change;
- An emphasis on collaboration – between similar institutions, through the pipeline, and between public and private entities;
- A commitment to providing access to the profession for populations that have heretofore been under-represented in it;
- A desire to enhance grantmaking strategies by using the convening power of philanthropic organizations to disseminate more widely models for change; and
- A concern that philanthropic investments have an effect on public policy.

What We Didn't Hear

The general discussion reinforced the significance of the issues that had been identified as major factors in effectively promoting new pathways to teaching. There were, however, a number of significant concerns not mentioned during the panel discussions that were highlighted during the summary of the consultation. Prominent among them were:

- **The public policy dimension.** Each of the panels underscored the need for systemic change. Despite this emphasis, there was little discussion about the connection between systemic change and the need for programs to engage policymakers in ways that will induce them to extract the best from privately-funded models and bring them to scale.
- **Minorities in the profession.** Questions regarding the supply and quality of minority teachers have engaged philanthropy for several years. A number of innovative programs, many of which are collaborative, have been developed. There was, however, little discussion of the need to make special efforts to recruit, train, and

retain minority teachers. Nor was there any targeted discussion of specific programs working to this end.

- **Gender Issues.** For many years, teaching has been, in large part, a profession dominated by women. Despite the preponderance of women in the profession, they have had, until recently, a relatively small role in educational leadership. Efforts to redefine the roles of teachers – and to increase the emphasis on teachers as leaders – must be connected to underlying issues of women in the workplace and more prominent leadership roles for women.

The foregoing concerns raise significant issues of access to the profession and, ultimately, retention in it, along with strategic considerations about how to ensure that programmatic innovation results in fundamental change. At the consultation, these concerns seemed to involve funders more intensely than other participants. Because these questions connect philanthropic agendas about systemic change to emerging initiatives to promote new pathways to teaching, it is important that funders and practitioners continue to engage each other around them.

WHAT WE LEARNED

Several underlying themes were present throughout the consultation. They relate directly to the possibilities of linking high quality teacher preparation with systemic efforts at fundamental school reform. These themes bear directly on philanthropic approaches to the teaching profession. Among them are:

1. Rethink Reform

Reform efforts in the last decade have been driven by economic imperatives. They sought to improve state economies by providing better education as measured by prevailing means of assessment. These early reform measures were highly prescriptive and characterized by top-down approaches. In recent years, the rhetoric of reform, if not its practice, has expanded and now embraces such terms as restructuring, empowerment, and autonomy. Yet, while the language has changed, the underlying rationale for reform remains substantially the same – education is to be “fixed” to meet needs which are basically economic. As compelling as this strategy is, it too often falls short of a vision of education in which human

needs rather than economic strategies drive policy choices. Such a vision reflects the centrality of education in a democratic and civil society and will enable us to consider more comprehensively the needs of students out of which the needs of teachers flow.

2. Challenge Policy

Throughout the consultation there was a frequent call for systemic change. Yet "pushing the system" can only occur within a policy context. Too often, those on the front line overlook the policy dimension of activities geared to systemic change. Exemplary efforts at systemic change from other fields – such as integrated services – may be valuable models for ways to engender reforms in teacher training. Advocacy is often a vital component of effective efforts at systemic change. Funders are often undecided about what strategies they should adopt toward advocacy – to engage in it directly or to support the advocacy efforts of others.

3. Foster More Focused Partnerships

Collaboration is a central issue in incorporating new pathways to teaching, and the need for it figured prominently in discussions during the consultation. In order to be effective, however, collaboration must have clearly defined goals. Funders must be aware of these goals and confident that they can be realized by the collaborators. The nature of the relationship between those who work together should also be closely examined. Each collaborator must bring something tangible to the partnership and control should be shared – there is substantial difference between participation, joint ventures and true collaboration. Strategic collaborations between universities and school systems are crucial to developing nontraditional routes to teaching. We must work to understand more about the distinctive, yet complementary and possibly integrative, roles of universities and school systems in effective partnerships. For good teaching to occur in schools, it must also take place in universities where prospective teachers will be choosing their careers and beginning their training.

4. Combat Isolation

Images of disconnectedness and isolation permeated presentations at the consultation. Teachers are isolated from one another, from administrators, from parents, from their students, from the best thinking about education reform, and all too often, from control of

their institutions. Various parts of the education pipeline are perceived as disconnected, and elementary and secondary systems are divorced from each other and from higher education. A major challenge for philanthropy is to provide appropriate and meaningful incentives – time, access, resources, exposure to others – for teachers, schools, and school systems, to link the classroom teacher to new ways to apply professional skills to increasingly complex problems.

5. Study Schooling More Carefully

Education reform has led to stricter scrutiny of policies, standards, assessments, and outcomes. Despite this extensive examination, we still do not know enough about what happens in schools. Without a thorough knowledge of what teachers and students do, individually and collectively, during the school day, we will be limited to skimming the surface of education reform. The consultation embraced the proposition that one learns to teach where teaching is done. We must, therefore, come to a greater understanding of the dynamic between teacher and student. If new standards mean greater coherence and clearer mandates about what students must learn, they also suggest more flexibility in how knowledge is to be imparted and learned. If, as the participants in the consultation agreed, there are multiple pathways to knowledge, it may be similarly true that there are also multiple pathways to understanding how to impart knowledge effectively.

6. Understand the Critical Role of Time

Time is of overriding importance in effecting change in education. Existing structures do not provide school staff with enough time to think about change. Teachers do not have enough classroom time with students, and they do not have enough time to renew themselves and to pursue the best knowledge about teaching. Lack of time is a major factor in the isolation that teachers experience; it especially affects first year teachers.

Time considerations also lead to truncated efforts at fundamental reform. Education change is a process, not an event, and we must approach change with the understanding that inducing it calls for a long-term commitment.

PRESSURE POINTS FOR CHANGE

Much of what was learned at the consultation can provide funders with useful starting points in their efforts to design, develop and implement programs to increase means of access to the teaching profession. In addition to these more general findings, the consultation highlighted several areas where targeted philanthropic investments can transform current situations and also lead to system-wide change.

1. **Connect Teacher Certification to New Outcome Standards for Pupils and Shifts in Expectations for Teachers**

Current thinking in education reform posits new, and better defined, outcome standards for students. At the same time, there is considerable willingness to provide schools and those who teach in them with more leeway in determining how students will meet these standards. Permissible diversity in meeting standards assumes that there will be different ways in how we choose to train and recognize good teachers and reward excellent teaching.

Diverse inputs should also apply to teacher certification. It is now appropriate for all states to recognize programs that provide alternative routes to the profession, and it may now be possible to certify individuals based on their experiences rather than their participation in one of a limited number of programs. Funders can support efforts to define certification standards for non-traditional approaches, to test them, and to bring them to scale.

2. **Support Expanded and More Flexible Roles for Teachers**

Teaching is a "flat career." Many teachers become administrators because it is the direct way to advance their careers and improve both their status and earnings. This shift removes them permanently from the classroom and, all too often, involves them in matters which are remote from the needs of students. Restructured schools call for restructured roles for teachers. Funders can enable teachers to do different kinds of work and become involved in school administration, without losing their primary identity as classroom teachers. Other roles for teachers can also be recognized and supported. These include mentoring new teachers and providing systematic outreach to families and social service providers.

3. Provide Time for Teachers to be Professionals

A teacher's day is highly structured, with little flexibility. This rigid environment reinforces the view of schools as factories and teachers as part of an impersonal and remote system of production. Funders can provide significant incentives to transform these perceptions and the reality that underlies them. Professionals in other fields have significantly more control of their time and substantial opportunity to engage in activities that will increase their knowledge and expand their capacities. Funding can support opportunities for teachers to plan more comprehensively and collaboratively, to observe good practice in other classrooms and other schools, and to ensure that a teacher actively teaches instead of passively managing students. Additional appropriate uses of time include interactions with faculty at teacher training institutions, with parents, and with members of the community.

4. Restructure the First Year of Teaching

The induction year for teachers is often critical to their careers. In many instances, it defines their feelings about the profession and determines whether they will remain in the field. Too often, however, the fledgling teacher leaves the teacher training institution, enters a classroom and begins to suffer the destructive effects of the isolation which characterizes the profession. The new teacher, who is often given the most difficult and least desirable assignments, is typically cut off from regular sources of support and has little, if any, exposure to the benefits of collegiality or the possibility of innovation. New approaches are essential if the first year is to be successful for beginning teachers and for their students.

Philanthropy can play an important role here, particularly in encouraging cooperation among new teachers, their schools, and the teacher training institutions from which they have recently graduated. One recommendation made at the consultation is to continue to vest some responsibility for the new teacher in the teacher training institution. This model – a form of “professional internship” – will enable the new teacher to explore the profession in different ways and to have in place both mentoring and support systems. The model also calls for systemic collaboration between teacher training institutions and school systems in developing and implementing a new approach to the profession.

PROMOTING A COMPREHENSIVE HUMAN RESOURCES APPROACH TO TEACHING

The consultation was, in many ways, emblematic of the BellSouth Foundation's long-term approach to issues which bear on improving the teaching profession. It sought out diverse views, attempted to link the best of current theory and practice to the reality which students, teachers, and administrators face every day, and made suggestions – both thematic and programmatic – to interested funders. It emphasized throughout the value of a collaborative approach to increasingly complex issues.

What we learned at the consultation seemed also to reinforce the Foundation's continuing commitment to an integrated approach to teaching and learning. Presenters at the consultation continually referred to the various parts of the pipeline as connected and emphasized that the needs of teachers grow out of the needs of students. Fundamental education reform is possible only when these axioms are remembered and applied.

What we learned at the consultation seemed also to reinforce the Foundation's continuing commitment to an integrated approach to teaching and learning.

Three years ago, when the Foundation adopted new guidelines, its task force on the profession noted that improving teaching "can be accomplished only when the whole development continuum is kept in view." It posited three complementary strategies, which it explicitly referred to as elements of a human resource development program to improve teaching and the teaching profession. These elements are:

1. Recruit persons with great potential to be effective teachers;
2. Develop and enhance the capabilities of teachers; and
3. Revitalize teachers by creating work that is both motivating and enabling.

The consultation substantially validated the task force's recommendations. At the same time, it emphasized that each of the elements identified by the task force is composed of multiple strategies. These strategies

can and should be implemented by different approaches that look to the same ends.

It is increasingly evident that there are multiple pathways to teaching. The challenge for funders – as it is for school systems, universities and others – is to confront the exciting possibilities offered by those nontraditional approaches that draw on the best of what is now, and will soon become, available. In this way we will improve the training, working conditions and performance of those who teach. In doing so, we will focus on the evolving needs of individuals, not the permanent demands of institutions. The end result will be more successful students and transformed schools.

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This report is one of a series of reports intended to share the findings of consultations which the BellSouth Foundation has undertaken to examine selected issues related to its mission.

Other publications of the BellSouth Foundation include:

- *Local Education Funds: The Community Connection to Education Reform*, 1992
- *Fulfilling Reform's Promise: The Need to Expand the Vision of Education in the South*, 1991
- Task Force Reports serving as companions to *Fulfilling Reform's Promise*:
 - *Improving Learning*, 1991
 - *Improving Teaching in the South*, 1991
 - *School Governance, Management and Organization: The Key Issues for Philanthropic Investments*, 1991
 - *Improving Higher Education in the 1990's*, 1991
 - *Uses of Technology in Education*, 1991
 - *Retooling the South's Community Colleges: The Role of Southern Philanthropy*, 1991